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ABSTRACT

This curriculum package on workplace basics for supervisors is a product of the Workforce 2000 Partnership, which combined the resources of four educational partners and four industrial partners in Alabama, Georgia, and South Carolina to provide education and training in communication, computation, and critical thinking to employees in the apparel, carpet, and textile industries. This curriculum package contains a curriculum guide that provides the following: a quick view of all the major components of the curriculum for workplace basics for supervisors; the job title for which the curriculum was originally developed and field tested; a general instructional objective; the estimated time needed; and a chart matching specific instructional objectives with the estimated amount of time required, the learning activities included, resources required, evaluation method, and suggested resources and materials. The lesson plan contains a detailed explanation of the activities in the curriculum guide. Handouts, transparency masters, and pretests and posttests are provided. This curriculum package focuses helping first-line supervisors to use effective communication and problem-solving skills in the workplace. (KC)

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ED 424 467

Workforce 2000 Partnership

# Workplace Basics for Supervisors

| EDUCATION PARTNERS | INDUSTRY PARTNERS |
|---|---|
| Enterprise State Junior College | CMI Industries, Inc. |
| MacArthur State Technical College | Opp & Micolas Mills |
| Southeast Alabama Adult Network | Pridecraft Enterprises |
| Laurens County Literacy Council | Shaw Industries |

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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# INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics are developed by the educational partners, which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

## CURRICULUM DEVELOPMENT

Before writing curriculum, instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. During the analyses, the curriculum developer will also look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

## CONTENTS OF THIS CURRICULUM PACKAGE

### The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs, performed jointly by the learner and the instructor. This assessment, becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor, thereby improving both productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

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**Module**: Workplace Basics for Supervisors **Author**: Johnson/Hall
**Job Title**: First Line Supervisors
**General Instructional Objective**: To utilize effective communication and problem solving skills in the workplace

**Overall Time**: 20 hrs

| Specific Instructional Objective | Time | Learning Activities | Resources/Materials | Evaluation (Process/Status) |
|---|---|---|---|---|
| (Motivation) | 10 min | 1.1 Motivational Activity | Blank Sheets of Paper, pencil | Completion of list |
| Explain components of communication process | 15 min | 2.1 Instructor explanation | Handout: **"The Key Elements of Listening"** | Verbal recall of components of the communication process |
| | 20 min | 2.2 Brainstorming | Flip chart, Marker | Verbal contribution of several brainstorming ideas |
| | 25 min | 2.3 Instructor explanation<br>Listening activity<br>Discussion | Audio cassette tape player, copy of the following audio tape:<br>Covey, Stephen R. **The 7 Habits of Highly Effective People**,<br>copies of the following book:<br>Romanek, Elizabeth.<br>Communication Skills That Work: A Functional Approach for Life and Work.<br>Book Two . Chicago: Contemporary Books, 1991.<br>"Perception" handout | Completion of Activity |
| | 15 min | 2.4 Worksheet activity | Worksheet: **"How Do You Rate As A Listener?" and "Good Communication"** | Completion of Activity |

| Specific Instructional Objective | Time | Learning Activities | Resources/Materials | Evaluation (Process/Status) |
|---|---|---|---|---|
| | 15 min | 2.5 Brainstorming activity/Discussion | **Handout: "Good Reasons to Become A Better Listener"** | Completion of Activity |
| Develop an action plan to improve communication | 15 min | 3.1 Plan Development | Worksheet: **"Personal Action Plan"** | Observational check for ease in completion of assignment and discussion |
| Read and interpret specific information from written materials | 5 min | 4.1 Reading Assignment | Copies of the following book: Byham, William C. Zapp!: The Lightening of Empowerment. New York: Ballantine Books, 1988. | Each person should have one copy of the book, Zapp! |
| Utilize verbal and non-verbal messages to effectively communicate in the workplace | 20 min | 5.1 Instructor explanation | Instructor copy of the following: Romanek, Elizabeth. Communication Skills That Work: A Functional Approach for Life and Work. Book Two . Chicago: Contemporary Books, 1991. Handout: **"Speaking , a Visual Process"** | Remain attentive to lecture |
| | 10 min | 5.2 Self-rating | Handout: **"Rate Yourself As A Speaker"** | Visual check for completion of rating |
| | 10 min | 5.3 Reading/Discussion | Handouts: "Seven Requirements of Effective Speech"and "Common Situations Which May Interfere With Communication" | Participation in reading and discussion exercise |

| Specific Instructional Objective | Time | Learning Activities | Resources/Materials | Evaluation (Process/Status) |
|---|---|---|---|---|
| | 20 min | 5.4 Brainstorming/Reading/ Discussion | The following handouts: **"Ways to Gain Confidence..."; "Project Self-Confidence"; "Application of Effective Speaking Skills"; "Summary of Effective Speaking** Tips" | Visual check for participation in brainstorming activity |
| | 10 min | 5.5 Role Plays | Handout: **"Interpersonal Communication: Role Plays"** from: | Active involvement in role play exercise |
| | 15 min | 5.6 Discussion | Handout: "Non-verbal Communicaiton" | Participation in activities |
| | 10 min | 5.7 Discussion | **"Demming's 14 Points" hand-out** | Verbal application of materical to supervisory situations |
| | 15 min | 5.8 Discussion from Zapp! | Copies of the following: Zapp! | Verbal recall of role of communication in book |
| | 10 min | 5.9 Discussion/Review plant policy on quality | Plant quality policy (if applicable) | Active participation in discussion |
| IV.100. Identify and paraphrase important points when listening to films, lectures, directions, and reports. | 10 min | 6.1 Review previous session | | Demonstrate awareness of concepts by listening and participating when asked |
| Identify traits of effective teams | 45 min | 7.1 Video Presentation | Video: **"Do Right with Lou Holtz of Notre Dame"** and worksheets | Completion of worksheets during viewing of video |

| Specific Instructional Objective | Time | Learning Activities | Resources/Materials | Evaluation (Process/Status) |
|---|---|---|---|---|
| | 10 min | 7.2 Discussion | Worksheet: **"What is a Team"** | Active participation in discussion |
| | 10 min | 7.3 Discussion | Instructor copy of the following: Maddux Robert B. Teambuilding: An Exercise in Leadership Revised ed., Menlo Park: Crisp, 1992 p. 5 | Verbal identification of teams/groups in workplace |
| Utilize skills which promote teamwork | 35 min | 8.1 Video Presentation/Discussion | Video: **"The Changing Workplace: Teamwork.** And instructor copy of the following: Riley, Pat. The Winner Within: A Life Plan for Team Players. New York: G.P. Putnam's Sons, 1993. p.23-27. | Active participation in discussion |
| | 10 min | 8.2 Review main points of session | | Verbal participation in discussion |
| Identify attitudes which threaten and enhance teamwork and develop strategies to deal with those attitudes | 10 min | 9.1 Review Previous Session | | Verbal participation in discussion |
| | 40 min | 9.2 Discussion | The following handouts: **"What Could Make a Team Fail?"; "What Makes a Team Successful?"; "Traits of Good Teamwork"; "Key Skills and Tools Which Make Teams Work?** | Verbal participation in discussion |

| Specific Instructional Objective | Time | Learning Activities | Resources/Materials | Evaluation (Process/Status) |
|---|---|---|---|---|
| | 20 min | 9.3 Discussion | Handout : "Roles in Group Discussion" from: Smith, William S. Group Problem-Solving Through Discussion: A Process Essential to Democracy. Revised ed. Indianapolis: Bobbs-Merrill Co., 1965. | Participation in discussion |
| | 10 min | 9.4 Discussion | Copies of Zapp! | Verbal recall of applicable situations in book |
| | 15 min | 9.5 Discussion (role of trust) | | Verbal participation in discussion |
| | 15 min | 9.6 Evaluation of current status of teamwork | | Verbal account of specific examples of teamwork, or lack of, in current working environment |
| | 10 min | 9.7 Review of Session Topics | | Demonstrate awareness of concepts by listening and participating when asked |
| Identify situations which require critical thinking | 5 min | 10.1 Review Topics of Previous Session | | Demonstrate awareness of concepts by listening and participating when asked |
| | 20 min | 10.2 Discussion | Instructor copy of the following: Kanar, Carol C. The Confident Student. 2cnd ed. Boston: Houghton Mifflin, 1994. p.19 | Remain attentive to lecture |
| | 20 min | 10.3 Worksheet/Discussion | Worksheet: **"Supervisory Statements"** | Completion of Activity |

| Specific Instructional Objective | Time | Learning Activities | Resources/Materials | Evaluation (Process/Status) |
|---|---|---|---|---|
| | 15 min | 10.4 Exercise | Critical thinking exercise, flipchart, and marker | Verbal participation in activity |
| | 20 min | 10.5 Discussion/Exercise | Worksheet: **"Who is in Control?"** | Completion of Activity |
| | 15 min | 10.6 Lecture | Handout: **"Characteristics of Control"** | Remain attentive to lecture |
| | 20 min | 10.7 Exercise | Blank sheets of paper | Completion of Activity |
| | 5 min | 10.8 Review Topics Covered in Session | | Demonstrate awareness of concepts by listening and participating when asked |
| Review | 10 min | 11.1 Review of Topics Covered in Previous Session | | Demonstrate awareness of concepts by listening and participating when asked |
| Utitlize tools for critical thinking | 20 min | 12.1 Self-evaluation | Handout: "Learning Styles Checklist" | Apply critical thinking to self evaluation of learning and leadership styles |
| | 15 min | 12.2 Self-evaluation | Handout: "Leadership Style Analysis" | Completion of activity |
| | 15 min | 12.3 Discussion | Instructor copy of the following: Chaffee, John. Thinking Critically. 4th ed. Boston: Houghton Mifflin, 1994.p.50 | Oral comparison of given definition to earlier one |
| | 15 min | 12.4 Discussion | Instructor copy of the following: Chaffee, John. Thinking Critically. 4th ed. Boston: Houghton Mifflin, 1994.p.51 | Remain attentive to lecture |

| Specific Instructional Objective | Time | Learning Activities | Resources/Materials | Evaluation (Process/Status) |
|---|---|---|---|---|
| | 15 min | 12.5 Discussion | Instructor copy of the following: Chaffee, John. Thinking Critically. 4th ed. Boston: Houghton Mifflin, 1994.p.52 | Remain attentive to lecture |
| | 10 min | 12.6 Discussion | | Recall of facts and ideas as recorded to flipchart |
| Apply critical thinking strategies to workplace problems | 15 min | 12.7 Activity | Worksheet: "Using Questions for Critical Thinking" | visual check for completion of activity |
| Review | 5 min | 13.1 Review Major Topics of Session | | Demonstrate awareness of concepts by listening and participating when asked |
| Review | 5 min | 14.1 Review Previous Session | | Demonstrate awareness of concepts by listening and participating when asked |
| Identify methods of making decisions | 10 min | 15.1 Discussion | | Response to scenario |
| | 20 min | 15.2 Listing | Flipchart, marker, instructor copy of the following: Sebrenek, Patrick, Verne Meyer, and Dave Kemper. Writers Inc. Lexington: D.C. Heath and Co., 1992. p.61 | Participation in discussion |
| | 20 min | 15.3 Brainstorming | Flipchart, marker | oral participation in group brainstorming activity |

| Specific Instructional Objective | Time | Learning Activities | Resources/Materials | Evaluation (Process/Status) |
|---|---|---|---|---|
| | 10 min | 15.4 Introduction of Force Ranking | | Demonstrate awareness of concepts by listening and participating when asked |
| | 30 min | 15.5 Force Ranking Activity | Blank sheets of paper, flipchart, marker | Ability to carry out force ranking |
| Examine the role of critical thinking in decision making | 20 min | 16.1 Introduction of Pareto's Analysis | | Remain attentive to lecture |
| | 5 min | 16.2 Summarize Main Points of Session | | Demonstrate awareness of concepts by listening and participating when asked |
| | 5 min | 16.3 Review Previous Session | | Demonstrate awareness of concepts by listening and participating when asked |
| | 45 min | 16.4 Pareto Activity | Handout: **"Five Steps to Pareto"** Copies of the following: SPC Simplified: Practical Steps to Quality. White Plains: Quality Resources, 1989.pp155-164.. | Design a form |
| | 20 min | 16.5 Cause and Effect/ Ishikawa Explanation | Handout: **"Cause and Effect Analysis,"** flipchart, Completed Ishikawa Diagram | Contribution of verbal feedback to Ishikawa Diagram |
| | 30 min | 16.6 Cause and Effect/ Ishikawa Activity | flipchart, blank sheets of paper | Selection of a problem and offering of possible solutions |

| Specific Instructional Objective | Time | Learning Activities | Resources/Materials | Evaluation (Process/Status) |
|---|---|---|---|---|
| | 10 min | 16.7 Histogram Explanation | Copies of sample histogram, copies of the following: Amsden, Robert T., Howard E. Butler, and Davida M. Amsden. SPC Simplified: Practical Steps to Quality. White Plains: Quality Resources, 1989.pp6-8. | Participation in discussion |
| | 5 min | 16.8 Cost Analysis Explanation | | Comment on questions raised |
| | 5 min | 16.9 Review Main Points of Session | | Demonstrate awareness of concepts by listening and participating when asked |
| Review | 5 min | 17.1 Review Previous Session | | Demonstrate awareness of concepts by listening and participating when asked |
| Identify characteristics of problems | 10 min | 18.1 Pareto Activity | Graph paper | Chart information correctly on graph paper |
| | 15 min | 18.2 Introduction of Problem-Solving | Handout: **"What Are Problems?"** | Provide a mill example of each component of the acronym |
| | 10 min | 18.3 Question/response | | Contribute points of discussion |
| Identify steps of a problem solving strategy | 25 min | 19.1 Video presentation | VCR, TV, Video: **The Changing Workplace: Problem Solving** | Offer points of discussion after viewing the video |

| Specific Instructional Objective | Time | Learning Activities | Resources/Materials | Evaluation (Process/Status) |
|---|---|---|---|---|
| | 15 min | 19.2 Case Studies | blank sheets of paper, case studies from Workplace Readiness: Problem-Solving Unit. Instructor's Guide. Bloomington: Agency for Instructional Technology, 1992. | Showing comparison/contrast of cases |
| | 15 min | 19.3 Discussion | Handouts: "Five-Operation Problem-Solving Process" and "Workforce 2000 Problem-Solving Plan" from Workplace Readiness: Problem-Solving Unit. Instructor's Guide. Bloomington: Agency for Instructional Technology, 1992. | Upon completion of class discussion, students should be able to verbally recall steps |
| Utilize methods, tools, and strategies to solve a workplace problem | 20 min | 20.1 Implementation | | Selection of a related problem and application of strategies for solving |
| | 5 min | 20.2 Summarize Key Points of Session | | Demonstrate awareness of concepts by listening and participating when asked |
| | 5 min | 20.3 Review Key Points of Previous Session | | Demonstrate awareness of concepts by listening and participating when asked |
| | 15 min | 20.4 Problem-Solving discussion | blank sheets of paper | Participation in discussion and activity |

| Specific Instructional Objective | Time | Learning Activities | Resources/Materials | Evaluation (Process/Status) |
|---|---|---|---|---|
| | 10 min | 20.5 Communication for solving problems | | Recall requested information from communication study |
| | 10 min | 20.6 Instructor Question | | Have willingness to offer solutions voluntarily |
| | 20 min | 20.7 Case Study | flip chart, and copy of following: Bounstein, Marty. Handling the Difficult Employee: Solving Performance Problems. Menlo Park: Crisp, 1993.p.21 | Participation in listing activity |
| | 25 min | 20.8 Zapp! Discussion | | Participation in discussion |
| Wrap-up | 10 min | 21.1 Review Key Points of Session | | Demonstrate awareness of concepts by listening and participating when asked |
| | 10 min | 21.2 Question/Response | | Ask at least one relevant question |
| Closure | 10 min | 22.1 Administer Review | copies of "Review" | Completion of Review |
| | 5 min | 22.2 Administer Course Evaluation | Copies of Course Evaluation | Completion of Course Evaluation |

## SESSION ONE

1.1 **Motivational Activity:** Instructor will distribute sheets of paper and ask participants to list two supervisors who previously supervised them. Instructor will ask participants to also write how these individuals' communication and problem-solving skills either contributed to or detracted from their skills as supervisors. Without revealing names, participants will discuss their findings in this exercise. After discussion, instructor will explain that communication and problem-solving skills are vital if effective supervision is to occur.

2.1 **Instructor explanation:** Using handout The Key Elements of Listening, instructor will explain that the communication process involves a sender, a message, and a receiver. Instructor will then explain that when a spoken message is involved, the receiver is the listener; therefore, listening is an element of the communication process.

2.2 **Brainstorming:** Instructor will ask participants to list problems which hinder listening ability. Instructor will then explain that noise, both psychological and physical, hinders communication. Define "psychological noise" as thoughts, misconceptions, and preconceived ideas which prevent the listener from clearly receiving the sender's message.

2.3 **Perception:** Instructor will explain perception as the way we see and interpret the world. Explain that when the listener sees and interprets the world differently than the speaker, psychological noise is occurring. Explain that the way we see and interpret the world is also called a "paradigm". Explain that sometimes we see and interpret the world incorrectly, and must have a "paradigm shift." Play the portion of The 7 Habits of Highly Effective People audio cassette which relates Stephen Covey's experience on the subway. Discuss the role of paradigms/perception in the way Covey changed his viewpoint. Ask participants to look at images on pp. 6-7 of Communication Skills That Work Book Two, then read and discuss "Differences in Perception" p. 8. Then distribute "Perception" handout from leadership material and discuss.

2.4 **Improving listening skills:** Instructor will ask participants to complete worksheet "How Do You Rate as a Listener?", then discuss results. Instructor will then ask participants to complete the inventory entitled "Good Communication" and discuss results.

2.5 **Brainstorming/Discussion:** Instructor will ask participants to brainstorm reasons to develop better listening skills. Instructor will then ask participants to look at "Good Reasons to Become a Better Listener" and discuss items on the list which are important to first-line supervisors.

3.1 **Plan Development:** Instructor will ask participants to complete the "Personal Action Plan" encouraging participants to develop a plan which will be useful on the job.

4.1 **Zapp!:** Distribute copies of Zapp! and ask participants to have it read by next session (If copies of Zapp! have not been shipped, this activity will be postponed).

## END OF SESSION ONE

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## SESSION TWO

5.1 **Instructor Explanation:** Instructor will identify speaking as an element of the communication process, referring to page 4 of Communication Skills That Work Book Two. When a spoken message is involved, the speaker is the sender. Instructor will then distribute handout, "Speaking...a Physical Process", then use a transparency of the cover diagram. Instructor will explain the physical process of speaking as it relates to pitch, tone of voice, clarity of words, all of which impact how messages are transmitted.

5.2 **Self Rating:** Ask participants to complete "Rate Yourself as a Speaker", then discuss strengths/weaknesses which have surfaced.

5.3 **Reading/Discussion:** Ask participants to read and discuss "Seven Requirements of Effective Speech" and "Common Situations Which May Interfere With Communication." Read with participants and discuss.

5.4 **Brainstorming/Reading/Discussion:** Ask participants to brainstorm about situations in which supervisors will need to speak publicly, then read and discuss "Ways to Gain Confidence...", "Project self-confidence...", "Application of Effective Speaking Skills", and "Summary of Effective Speaking Tips". Ask participants to compare and contrast the skills needed for public and one-on-one speaking.

5.5 **Role plays:** Instructor will distribute handout "Interpersonal Communication: Role Plays." Participants will form pairs and complete the role play assignments.

5.6 **Non-verbal Communication:** Instructor will distribute handouts, explain content, and guide participants through activities.

5.7 **Discussion:** Instructor will distribute "Demming's 14 Points", and lead a discussion of how the 14 points address supervisory communication.

5.8 **Discussion:** Instructor will lead participants in a discussion of the role communication played in Zapp!

5.9 **Discussion:** Instructor will lead a review of the communication material in the plant quality manual. This activity should be followed by a quick re-cap of session material, including an opportunity for questions/comments.

## END OF SESSION TWO

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## SESSION THREE

6.1 **Review previous session:** Instructor will review key information from communication sessions, focusing on the elements of the communication process (sender, message, receiver), and how these elements can impact teamwork.

7.1 **Video presentation:** Instructor will introduce *Do Right with Lou Holtz of Notre Dame*, by explaining the principles presented in the video play a significant role in establishing and maintaining teamwork. Instructor will distribute worksheets which participants will complete while viewing video. *Note: Any motivational video will serve this purpose, but Workforce 2000 Partnership advocates the Lou Holtz video.*

7.2 **Discussion:** Instructor will distribute handout "What is a Team?" and will lead a discussion based on the contents of the handout.

7.3 **Discussion:** Using information from "Groups vs. Teams" (Maddux, R.B. Team Building: An Exercise in Leadership. Menlo Park: Crisp, 1992. P5), instructor will explain characteristics of groups and teams. Participants will then consider the various team opportunities they have in the mill (Quality Teams, Corrective Action Teams, etc.), and whether or not these teams are functioning like teams or groups. If teams, what team characteristics are present; if groups, what changes could be made to cause them to function more like teams.

8.1 **Video presentation:** Instructor will introduce the video *The Changing Workplace: Teamwork* by explaining that teamwork really made a difference in an automotive manufacturing plant in the San Francisco area. The GM plant had come to be known as "the battleship" because of its appearance and because of disputes, low productivity, and excessive absenteeism. Some days the plant couldn't start up because not enough people showed up to work. In March 1982, GM closed the plant. By 1983, Toyota had risen to the spoof world's third-ranked automaker, and was receiving pressure from the U.S. government to build cars on American soil. GM was interested in studying why Toyota seemed so efficient and coordinated. The two automakers decided to create New United Motor Manufacturing Inc. in the old GM plant: GM agreed to provide the factory and sell the cars, and Toyota agreed to put up the cash and run the operation. The success of this venture has been cited by several publication: *Newsweek* called NUMMI "a model of industrial tranquillity", *Fortune* called the operation "the most important labor relations experiment in the U.S. today", and *Industry Week* ranked the facility among America's twelve best manufacturing plants (Riley 23-27). Show problem-solving video featuring NUMMI.

8.2 **Wrap-up:** Instructor will review principles of teamwork discussed during session, including the concepts of **kaizen** (team approach to quality) and **jidoka** (immediately stopping a line for adjustment) which were mentioned in the NUMMI video.

## END OF SESSION THREE

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## SESSION FOUR

**9.1 Review previous session:** Instructor will review key information from previous session, including Lou Holtz's keys to success (Do Right, Do Your Best, Treat Others as You Want to be Treated), and the role that teamwork has played in the success of NUMMI.

**9.2 Discussion:** Instructor will distribute handout "What Could Make a Team Fail?", and will lead a discussion of its contents ; instructor will repeat activity with the following handouts: "What Makes a Team Successful", "Traits of Good Teamwork", and "Key Skills and Tools Which Make Teams Work".

**9.3 Discussion:** Instructor will distribute copies of handout "Roles in Group Discussion", and will lead a discussion of each role, and its effect on group consensus.

**9.4 Discussion:** Instructor will lead discussion of teamwork as it appears in Zapp!.

**9.5 Discussion:** Instructor will ask participants to discuss the role of trust in teamwork.

**9.6 Discussion:** Instructor will ask participants to evaluate the status of teamwork in their workplace.

**9.7 Wrap-up:** Instructor will review topics covered in this session.

## END OF SESSION FOUR

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## SESSION FIVE

**10.1 Review previous session:** Instructor will discuss information from previous session regarding what makes teams fail, what makes teams succeed, traits of good teamwork, key skills and tools which make teams work, and roles in group discussion.

**10.2 Discussion:** Instructor will define critical thinking as "the means by which you make sense of the world around you" (Kanar, 19). Participants will discuss the "world around them" at their workplace (ex. What are some characteristics of this world?, what components make up this

world?. how does this "world" differ from other "worlds" encountered by participants, etc.). Participants will then discuss the means by which they "make sense" of their world at their worksite (ex. when misunderstandings arise, when problems develop with machinery, when new product requirements occur, when time constraints are restrictive, when personal concerns conflict with workplace requirements, etc.).

**10.3 Worksheet:** Instructor will distribute worksheets entitled "Supervisory Statements" to participants, and ask participants to complete the worksheet. After participants have had an opportunity to complete the worksheet activity, instructor will ask several participants to share their ideas about how critical thinking is helpful in overcoming some supervisory problems.

**10.4 Exercise:** Instructor will distribute critical thinking exercise, and ask participants to consider the different aspects of critical thinking. Instructor will make sure that all participants are able to define the different aspects of critical thinking before the exercise begins. Using a flipchart and marker, the instructor will list tasks and supervisory skills which participants relate.

**10.5 Exercise:** Instructor will discuss **locus of control,** defining locus as **place,** thus a locus of control is a place of control. Most individuals will have either an external, or internal locus of control, and this locus of control has an impact on an individual's ability to make decisions. The instructor will distribute the exercise "Who is in control?" to help participants determine whether or not their locus of control is external or internal. After completing the worksheet, participants will discuss which workplace decisions are affected by locus of control (dealing with change, dealing with conflict, employee discipline, time management, promotability, etc.).

**10.6 Lecture:** Instructor will distribute handout "Characteristics of Control", and will discuss the characteristics of individuals with both internal and external locus of control. Instructor will then explain suggestions for developing the internal locus.

**10.7 Exercise:** Instructor will distribute blank sheets of paper and will ask participants to recall a recent learning experience. Participants will need to analyze the experience by answering the following questions: **What** did I learn? **Where** did I learn? **How** did I learn it? **When** did I learn it? **Why** did I learn it? Participants will then share their experiences, and look for commonalties. Instructor will conclude exercise by explaining that we all have learning experiences daily, though the information, reasons, locations, time, and methods may differ. We each have our own **learning styles** which may impact our abilities to think critically.

**10.8 Wrap up:** Instructor will briefly review topics covered in this session.

## END OF SESSION FIVE

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## SESSION SIX

**11.1 Review previous session:** Instructor will review definition of critical thinking (the means by which you make sense of the world around you), types of locus of control (internal, external), learning styles, and the impact that these topics have on supervisors.

**12.1 Self-evaluation:** Instructor will explain that it helps us in our critical thinking activities if we know our individual learning styles, and that completing the learning styles checklist and discussing our responses will help us determine what those learning styles are.

12.2 **Self-evaluation:** Instructor will also explain that your leadership style will also impact the way you and your subordinates approach critical thinking. Instructor will then distribute the "Leadership Style Analysis" and ask participants to analyze their own leadership styles.

**12.3 Discussion:** Instructor will present another definition of "critical thinking": "making sense of the world by carefully examining the thinking process to clarify and improve our understanding" (Chaffe, 50), and will ask participants to compare and contrast this definition to the one they received earlier ("the means by which you make sense of the world around you").

**12.4 Discussion:** Instructor will examine the origin of the word "critical" -- it comes from the Greek word *kritikos*, which means to question, to make sense of, to be able to analyze. Through questioning, making sense of things and people, and analyzing, we examine our thinking, and reach the best possible conclusions and decisions. "Critical" is also related to the word "criticize", which means to question or evaluate (Chaffe, 51). Instructor will ask participants what they normally think of when they hear the term "criticize." Some participants will probable mention some negative aspects of criticism, such as tearing down others' ideas or accomplishments. Hopefully, some participants will mention some of the positive aspects of criticism, which help develop our understanding of people and situations.

**12.5 Discussion:** Instructor will explain that several activities compose the process we know as "critical thinking." One of these is "thinking actively", which involves the following:

*Becoming involved in beneficial projects and activities
*Proactively making independent decisions instead of passively waiting for others to tell us what to do
*Being faithful to commitments instead of giving up when the going gets tough
*Assume responsibility for consequences of decisions (Chaffe, 52)

Instructor will ask participants to discuss mill situations which are opportunities for "thinking actively."

**12.6 Discussion:** Another activity involved in critical thinking is using questions to explore situations. Exploratory questions exist in 6 catagories:

**fact**-determine who, what, when, where, how about situations
**interpretation**-look for relationships between ideas and events
**analysis**-break situation into parts and examining how these parts impact the whole
**synthesis**-combine ideas to form conclusions
**evaluation**-provide information for making informed decisions by determining value, truth,

and reliability
**application**-allow us to transport knowledge gained in one situation to another situation

12.7 **Activity:** Instructor will distribute worksheet "Using Questions for Critical Thinking." Participants will consider a situation in the mill which requires critical thinking, and will compose a question from each category to address the situation. Instructor will then ask participants to share some of their questions.

13.1 **Wrap-up:** Instructor will briefly review information presented during session.

**END OF SESSION SIX**

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**SESSION SEVEN**

14.1 **Review:** Instructor will review information presented in previous session (the impact of learning and leadership styles on critical thinking, the various interpretations of the word "criticize," thinking actively, and using questions).

15.1 **Discussion:** Instructor will ask participants what is required in order for a technician to fix a piece of broken or malfunctioned machinery. Some possible responses may be correct diagnosis of problem, knowledge of machine and components, ability to make necessary repairs, and **proper tools**. If nobody suggests proper tools, instructor will need to. Instructor will then point out that just as proper tools are needed for fixing machinery, proper tools are also needed for solving problems, especially for making decisions.

15.2 **Listing:** Instructor will explain that while many decision-making tools exist, in this session we will focus on the following (list on flip chart): **brainstorming, Ishikawa diagram, Pareto analysis, Force Ranking, Histograms, cost analysis, and cause and effect**. Instructor will define brainstorming as "Collecting ideas by thinking freely and openly about all possibilities" (Sebranek, et al. 61). Instructor will then ask participants to discuss how brainstorming has been used at the worksite, how effective it has been, and how closely the guidelines have been followed.

15.3 **Brainstorming activity:** Instructor will ask participants to use brainstorming to answer the question "What is the most challenging aspect of being a supervisor at your worksite?"

15.4 **Review:** Instructor will introduce "Force Ranking" as a problem-solving tool.

15.5 **Force ranking activity:** Instructor will ask participants to use force ranking to establish order of significance of the challenging aspects of being a supervisor (1 - Look at list of "most challenging" aspects of being a supervisor 2 - See if any aspects could be combined into one 3 - Gain consensus

about combining 4 - Each member lists each idea on a sheet of paper alphabetically 5 - Examine each idea and rank it according to significance 6- a group leader will record rankings on a flip chart (1 is most important, etc.) 7 - the score for each item is totaled...the item with the lowest total score is declared the most significant 8 - items are listed according to rank, with a-b-c designation).

**16.1 Review:** Instructor will introduce "Pareto's Analysis" and stress key points such as:
Pareto's theory: economic concept that rich get richer, poor get poorer
Pareto curve: in any series of elements to be controlled, a selected small fraction in terms of numbers of elements always accounts for a large fraction in terms of effect
Pareto analysis: any problem, which is a result of multiple causes, is primarily the result of just a few of those causes 80/20 rule: 80% of the problem is the result of 20% of the causes
Vital few: the 20% of the causes which cause 80% of the problem

Instructor will remind participants that by addressing and making improvements in the vital few, the greatest impact can be made on the total problem.

**16.2 Wrap-up:** Instructor will wrap up session by reviewing key points of brainstorming, force ranking, and Pareto analysis. Instructor will announce that next session will continue to address Pareto analysis, as well as cause-effect/Ishikawa diagram, histograms, and cost analysis.

**END OF SESSION SEVEN**

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**SESSION EIGHT**

**16.3 Review previous session:** Instructor will review contents of previous session, including key points of brainstorming, force ranking, and Pareto analysis, and will announce that in today's session we will continue to work with Pareto analysis, will review cause-effect/Ishikawa diagrams, histograms, and cost analysis.

**16.4 Pareto activity:** Instructor will ask participants to select a mill problem which may be analyzed according to Pareto analysis. Instructor will then distribute copies of SPC Simplified (Amsden, et. al.) and ask participants to look at pages 155 - 164 while instructor covers basic information regarding Pareto analysis. Distribute "Five Steps to Pareto" and ask participants to determine the time period and decide what data to collect. Participants will then design a form to organize the data. Participants will then use the form during the week to record data, and will use data to construct a chart during next session (instructor will explain that this is a time-consuming activity, and that designing the form and chart will require application of decision-making skills, as well as communication, team-building, and critical thinking. Also, the form needs to be practical, useful, and needs to include places for signatures of those reporting data).

**16.5 Cause and effect/Ishikawa explanation:** Instructor will explain that decision-making demands taking a situation and "hashing out" what a real problem is, what contributes to the problem,

separating fact from opinion. For example, it is often necessary to determine whether mill problems exist with machinery, personnel, material, etc. An example of this situation can be illustrated with the following scenario: Near the end of a shift, machinery slows down and begins to overheat. A body of knowledge regarding hydraulics exists. Decision-making involves applying that knowledge, knowing that you are not alone in working with this problem. The person who does not think critically will launch off into a series of activities with no thought of applying existing knowledge, or predicting the impact of these activities. A helpful tool for dealing with the preceding scenario is "cause and effect analysis." (Instructor will distribute "Cause and Effect Analysis" and will draw the diagram from the handout on the flipchart, pointing out its similarity to a fish skeleton, thus the name "fishbone diagram" which is sometimes used. Also explain that the diagram was introduced by Ishikawa, and is sometimes called the Ishikawa diagram. Instructor will also explain that the diagram will assist in brainstorming the genuine cause of problems, and can assist in force ranking. Instructor will then distribute a completed Ishikawa diagram and talk participants through it.

16.6 **Cause and effect/Ishikawa activity:** Participants will select a mill problem to diagnose using the cause and effect/Ishikawa process. Instructor will facilitate the process, drawing the diagram on a flipchart as participants copy it on individual sheets of paper. Participants will begin by selecting the problem, focusing on effect, then looking for causes in areas of equipment, material, personnel, and process.

16.7 **Histogram explanation:** Instructor will explain that a histogram is a "snapshot of a group of parts from a manufacturing operation which shows how a process is operating at any give time (Amsden 6)." The histogram may also be called a "frequency distribution." Instructor will distribute copies of a sample histogram, and explain that according to Amsden, Butler, and Amsden, three questions may be answered by viewing a histogram: 1) Is the process producing parts to the bell-shaped curve? 2) Where is the process centered? 3) Is the process capable of meeting the engineering specification? Instructor will guide participants through pp. 6 - 8 of SPC Simplified.

16. **Cost analysis explanation:** Instructor will explain that another valuable decision-making tool is the cost analysis. This tool is useful when considering possible solutions to problem. In making a decision regarding implementing a solution, the following questions need to be asked: What will this solution cost in terms of money, opportunity, good will, and time? Is the solution worth the cost? What may happen if this solution is not implemented? Who will be responsible for the outcome?

16.9 **Wrap-up:** Instructor will briefly review the usage of Pareto analysis, Ishikawa diagram, histograms, and cost analysis.

**END OF SESSION EIGHT**

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**SESSION NINE**

17.1 **Review previous session:** Instructor will review key points of previous session, including Pareto activity, the Ishikawa diagram, histograms, and cost analysis.

18.1 **Pareto activity:** Instructor will distribute graph paper, and ask participants to chart information gathered for Pareto analysis.

18.2 **Introduce problem-solving:** Instructor will distribute "What Are Problems?" handout, and will lead a discussion of its components with participants. Instructor will ask participants to provide a mill example of each component of the acronym.

18.3 **Question/response:** Instructor will ask participants to consider changes at the mill which have created problems, how employees have responded, and how customers have benefited.

19.1 **Video presentation:** Instructor will explain that participants are about to view a presentation about problem-solving at John Deere and Chrysler plants. Instructor will show video The Changing Workplace: Problem-Solving. After video, ask participants to compare problem solving at John Deere and Chrysler with problem solving in the mill.

19.2 **Case studies:** Instructor will share two case studies from Workplace Readiness: Problem Solving Unit Leaders' Guide (AIT, Bloomington, 1992, 12-14), and will ask participants to compare problem solving strategies used in both case studies.

19.3 **Discussion:** Instructor will explain that several problem solving strategies are in existence, and while they are very similar, they contain some significant differences. Instructor will share the "Five-Operation Problem-Solving Process" from AIT, and discuss its components. Instructor will then share the "Workforce 2000 Problem-Solving Plan" and discuss its components. Participants will be asked to compare and contrast the two plans, and choose which one will work most effectively for them.

20.1 **Implementation:** Participants will select a mill problem and apply one of the problem-solving strategies to it.

20.2 **Wrap-up:** Instructor will review key points of session, including problem-solving at John Deere and Chrysler Foundry, case studies, and problem-solving steps.

**END OF SESSION NINE**

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**SESSION TEN**
(Final Session)

20.3 **Review previous session:** Instructor will review key points of previous session, including problem-solving at John Deere and Chrysler Foundry, case studies, and problem-solving steps.

20.4 **Problem-solving discussion:** Instructor will explain that one workplace situation which may require problem-solving skills is that of dealing with problem employees. Instructor will ask participants to utilize the "Workforce 2000 Problem-solving Steps" to formulate a strategy for

dealing with problem employees. Instructor will distribute blank sheets of paper for participants to use during this activity, and will ask participant to do the following:

1-Identify the problem - What exactly is a problem employee? (List various types of problem employees)

2- Brainstorm solutions - Take each type of problem employee, and brainstorm a list of solutions to the problem.

3- Decide to decide - Use cost analysis to decide which solutions are workable, and which are not.

4- Implement solution - List steps necessary to implement solution.

5- Reassess periodically - What are some ways to reassess the proposed solutions?

**20.5 Communication for solving problems:** Instructor will explain that the communication skills which were studied during the first and second sessions of this workshop are very useful when dealing with problem employees, especially during disciplinary conferences. Instructor will ask participants to recall specific communication skills which are useful when having disciplinary conferences, and describe those skills (participants will probable mention listening, maintaining eye contact, not jumping to conclusions, asking questions sparingly for clarification, consistent non-verbal communication, etc.).

**20.6 Instructor question:** Instructor will remind participants that when a supervisor is dealing with a problem employee, the goal is to get rid of the problem, not the employee. Instructor will then ask participants the following question: "If you were a problem employee, world you want your supervisor to discuss the problem with you?" Instructor will discuss the answers to this question with participants. Most employees would like to know if problems exist with their jobs, so they can try to solve those problems. A supervisor seeking to deliver this information has an important responsibility, and it is important that he/she deliver this information effectively.

**20.7 Case Study:** Instructor will explain that when doing performance appraisals, it is very important to focus discussion on **performance**, not on generalizations, labels, etc. Instructor will read "Case Study #1" from page 21 (answer key on page 65) Handling the Difficult Employee (Marty Brounstein, Crisp Publications, Menlo Park, 1993) and ask participants to list labels and generalizations about Jim's behavior.

**20.8 Zapp! discussion:** Instructor will lead participants in a guided discussion of Zapp! based on the "Workforce 2000 Problem-solving Steps."

1 - Identify the Problem: Based on information from Joe Mode's notebook, what is the problem at the Normal Company? *own world/no motivation/low productivity/low morale* (PP. 8, 9, 10)

2 - Brainstorm solution: What solutions are proposed in Joe Mode's notebook? *dimension* (P. 65)

3 - Decide to decide: What decisions were made at the Normal Company? *Zapp* (PP. 34, 39, 40, 41, 51, 52, 56)

4 - Implement solution: What solutions were implemented at the Normal Company? (PP. 65, 72, 82, 89, 90)

5 - Reassess Periodically: What are some methods that can be used to reassess Zapp!ing at the Normal Company? (PP. 112, 118, 126)

**21.1 Wrap-up**: Instructor will review key points of session, including the use of problem-solving in dealing with problem employees, the importance of effective communication in dealing with problem employees, and problem-solving as used in Zapp!

**21.2 Question/response:** Instructor will provide an opportunity for participants to ask questions or make comments regarding topics covered in workshop.

**22.1 Administer Review:** Instructor will explain that the course Review will assist participants in recalling information which has been presented in this class. Instructor will ask that participants not use notes and that they do not communicate with each other while taking the Review. Instructor will also ask participants to make sure name and date appear on Review, and that "Review" is circled at the top of the page.

**22.2 Administer course evaluation:** Instructor will administer evaluation, explaining the importance of participant feedback, and providing instructions for completing each component of the evaluation.

**END OF COURSE**

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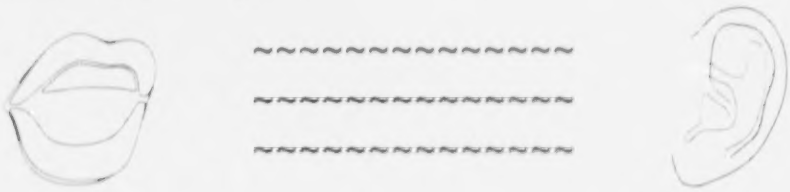
## The Key Elements of Listening

The communication process requires



Sender Message Receiver

When a spoken message is involved, the sender is the speaker, and the receiver is the listener.

To be a good listener you must practice these five key elements:

| | |
|---|---|
| Attend to the speaker | Block out distractions. These distractions may be noises around you or your own thoughts. |
| Cue in to the message | The message is in a code with three parts: words, sounds, and visuals. Good listeners cue in to all parts to completely understand the message. |
| Beware of filters | Filters are like screens the message must pass through. These filters may add to or change the meaning of the message. Your age, gender, culture, experiences, and values are just some of the filters that can help you listen or hinder understanding. |
| Hold your fire | Allow the speaker ample time to give the full message. Interrupting the speaker or planning in your mind how to respond may actually slow down the process. |
| Give feedback | The speaker needs to know if the message is coming through. Good listeners give visual clues that they are listening. When the speaker is finished, good listeners repeat back what they understood about the message or ask for clarification. |

Don't give your ideas, opinions, or thoughts until you understand the speaker's message. Finish listening before you start speaking.

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## *Perception*

(Copyrighted Material. Insert Appropriate Handout)

# How Do You Rate As A Listener?

1. When you are listening to a co-worker speak, are you thinking ahead about your response?
2. At work when you hear a confusing message, do you ask questions to get more information?
3. Before you respond to a message, do you think about what you are going to say?
4. Before you evaluate and respond to a message, do you think about prejudices that may have affected the message being sent?
5. When you hear a message, do you look at it from the speaker's point of view?
6. If you are listening to a co-worker and you suddenly have a thought, do you speak out?
7. When you hear a name or key concept, do you repeat it to yourself to help you remember?
8. When you disagree with a speaker, do you show your feelings?
9. When the speaker is talking, do you listen to both the verbal and non-verbal messages?
10. When you don't understand the message, do you ignore it and continue with your work?
11. When listening, do you resist day dreaming and ignore distracting noises?
12. Do you avoid distractions in your environment that may cause you to miss the message?
13. When the speaker is finished, do you rephrase the message to make sure you understand?
14. Do you make a judgement before the message is completed?
15. When you encounter a "listening barrier," do you tune out the speaker's message?

Listening Inventory
Response Interpretation
A "yes" to response items 2, 3, 4, 7, 8, 9, 11, 12, and 13 reflect effective listening skills

# Good Communication

Here are several things a listener might do during the communication process. Place a "+" by those that will help and a "–" by those that will hinder.

___ Say what you think when you think it

___ Restate the speaker's message in your own words

___ Look at the speaker

___ Give visual cues such as nodding or shaking your head, shrugging your shoulders, smiling or frowning, raising an eyebrow, etc.

___ Change the subject

___ Keep doing your work

___ Ask for clarification

___ Determine if the speaker's words, tone of voice, and looks all agree in the message

___ Begin talking as soon as the speaker stops

## Good Reasons to Become a Better Listener

Improve safety

Improve productivity

Use time wisely

Solve problems

Strengthen relationships

Create new ideas

Avoid embarrassment

Support others

Settle disputes

Raise morale

Enjoy sounds in nature, music, etc.

Analyze new ideas

Demonstrate courtesy

Compare suggestions

Gain trust

Expand knowledge

Respond responsibly

# Personal Action Plan

REVIEW your current listening skills

| Do Well Now | Need to Improve |
|---|---|
| | |

DECIDE who or what will benefit from improvements

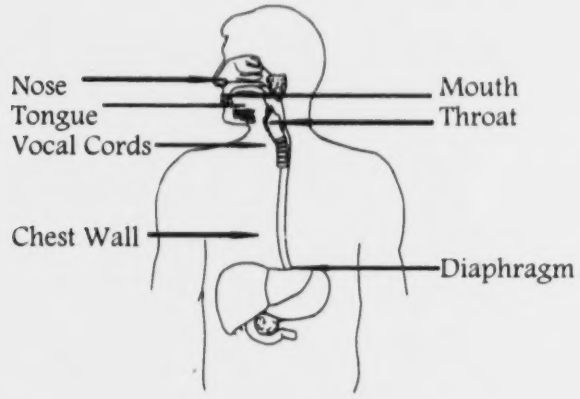
| | Who | What |
|---|---|---|
| On the Job | | |
| At Home | | |
| Other Places | | |

PLAN to take action. Write some steps you will begin today.

# Speaking, a Physical Process

Speaking involves several physical processes.

- ☞ Inhale — breathe in
- ☞ Exhale — breathe out
- ☞ Phonate — produce vocal sounds. The vocal cords vibrate because air is pushed through them from the lungs. The vibration makes sound waves that are carried in the air.
- ☞ Resonate — enhance sounds. The sound waves are amplified and enhanced by the openings, or cavities in the throat, mouth, and nose.
- ☞ Articulate — produce speech sounds. The sound produced by phonation is enhanced by movements of the lips, jaw, tongue, and other mouth parts. These new sounds, either vowels or consonants, combine to make words.



# Rate Yourself As A Speaker

Use the following rating scale to decide for yourself which skills you have mastered and which skills need improvement.

M = Mastered
S = Satisfied with Ability
N = Need Improvement

When I am speaking - -

_____ I maintain eye contact with my listener.

_____ I choose a place that has few distractions or noises.

_____ I decide if my message should be spoken with only the listener present.

_____ I project confidence.

_____ I recognize that my message is made of words, tone of voice, and body movements.

_____ I pause to give the listener time to ask questions or think about the message.

_____ I avoid using fillers like "um", "and uh", and "y'know".

_____ I pay attention to my listener's level of interest.

_____ I control nervous habits and gestures that detract from the message.

_____ I avoid using words that would offend, be unknown, or be misunderstood by the listener.

_____ I ask my listener to paraphrase my message so I can check for understanding.

## *Seven Requirements for Effective Speech*

1. ***Adequate Projection*** - Voice should be loud enough to be heard without shouting. Equipment and machinery noise, as well as use of required ear protection make good projection a "**must**" in the workplace.

2. ***Intelligibility*** - Clear and distinct delivery of words. Overly distinct speech, which is affected and distracting, is no better than sloppy speech. Because employees can come from a variety of backgrounds affecting speech patterns and pronunciation, it is necessary to speak as intelligibly a as possible in order to be understood.

3. ***Pleasant Vocal Quality*** - Clear, powerful, and well-controlled. Control emotions (anger, frustration, hurt, and fear).

4. ***Correct Pronunciation of Words*** - Learn pronunciation of new words and names of machinery and equipment. Practice and correct yourself as needed.

5. ***Delivery*** - Be able to express your true meaning using correct vocabulary. Be sure to gain listener's attention and hold it during your converstation. Be aware of a co-worker's responsibilities and time constraints.

6. ***Accurate Oral Expression*** - Keep a check on your grammar. Poor grammar and slang words may muddle your meaning.

7. ***Composure*** - Be aware of any distracting mannerisms. Use gestures that help explain your words. Avoid those that may confuse the listener.

**Eye contact is extremely important. Always look at the person you are addressing. Nothing is more distracting than to talk to someone who is looking at another person or is thinking about another topic than the discussion at hand.**

## *Common Situations Which May Interfere With Communication*

1. ***Technical Words*** - Technical words sometimes cause confusion. Out of the 750,000 words that comprise the English language, about 150,000 are considered technical terms. These are words that are used by certain industries and may not be common to people outside that particular industry.

2. ***Jargon*** - Like technical words, jargon refers to words which have special meaning to certain groups of people. Jargon terms and phrases generally have a literal meaning which is quite different from the jargon meaning. If a printer yells, "Put her to bed!" he or she means start the presses. If a stagehand yells, "Kill the baby!" he or she means turn out one stage light. Factories and industries are no exception to jargon use. What is some jargon used in your plant?

3. ***Jumping to Hasty Conclusions*** - This is easy to do, but is very often wrong. In the workplace, this can occur when an employee who is dependent on the services of another employee interprets delay as intentional. Always ask yourself:
   a. Do I have sufficient evidence to draw a conclusion?
   b. Is the source of evidence reliable?
   c. Could the evidence be mere coincidence, or has it existed over a sufficient period of time to be conclusive?

4. ***Poor Listening***

5. ***Unskilled Organization*** - Be sure to organize your thoughts carefully. Always prepare your listeners, and review key points with them. Use an effective questioning strategy to clear up any confusion. Involve listeners as much as possible. Explain any technical terms or jargon.
   Use visual help if appropriate. If your discussion is lengthy, summarize at its conclusion.

# Ways to Gain Confidence

## Recognize Your Feelings

Are you frightened, angry, confused, or feeling other negative emotions? Identify how you feel and then decide if the emotions are helping you. You want to feel confident, but you may have other emotions conflicting with confidence.

## Recognize Your Strengths and Weaknesses

You can choose to use your strengths to improve your work, workplace, and workers. You can choose which weaknesses to improve and which to ignore.

## Practice Positive Thinking and Listening

Say good things to yourself and pay attention to the good things others say to you.

## Learn Something New

The more you learn, the easier learning becomes. As learning becomes easier, you will feel more confident in new situations.

## Broaden Your Network of Friends

The best way to make friends is to be a friend. Help others, be a listener, find new places to meet new people. You'll feel more confident in the company of those who know you and wish you well.

# Project Self - Confidence

| | |
|---|---|
| Be enthusiastic | If the subject interests you, it will interest the audience. |
| Get organized | Organized thoughts are easy to project with confidence. |
| Know your subject | The more you know about something the easier it is to talk and answer questions about it. |
| Rehearse, rehearse, rehearse | Do your presentation at least three times before you get in front of the audience. |
| Act confident | And you will be! |
| Breathe | Inhale deeply and exhale completely a couple of times when you feel nervous. |
| Connect with the audience | Find several people in different places in the audience who are interested and paying attention. Keep eye contact with these people. It will help you pace your presentation, judge level of interest, and expand or minimize certain parts. |
| Gesture and move | Standing perfectly still creates tight muscles and tension; gestures and movement will release this tension. These movements will also provide variety for your audience. |

# Application of Effective Speaking Skills for Public Speaking

Before you give a presentation, use this checklist to help you prepare.

____ Choose a topic that interests you
____ Do more research than necessary
____ Know how long you have to speak
____ Know your audience
____ Break the topic into two or three subtopics
____ Develop handouts or visual aids
____ Create an introduction that will help the audience want to listen
____ Create a conclusion that will help the audience remember what they learned
____ Rehearse the entire speech (standing up and using visual aids) at least three times
____ Arrive early to check on room, equipment, and seating
____ Provide information about yourself to the person who will introduce you
____ Speak with enthusiasm, confidence, and clarity
____ Make eye contact with several people in different parts of the audience
____ Gesture and move in a natural, comfortable manner
____ Breathe normally
____ Enjoy yourself

# Summary of Effective Speaking Skills

Show you care about
your listener(s)

Show you are willing to give
information about yourself

Use your voice, your body,
and your personality

Show you are interested, interesting,
enthusiastic, and confident

# Interpersonal Communication: Role Plays

An employee is frequently late for work. Her disabled husband must go to the doctor often. They have one car that doesn't work well. Their four children are unable to care for him or drive him anywhere.

An employee has violated the same safety regulation for the second time this week. If he does it again he faces termination. In most other job performance activities, he is considered a good employee.

The supervisor of the shift after yours complains that your shift workers leave the area messy, do not complete work or maintenance operations correctly, and are unfriendly and/or discourteous to the workers on his shift.

Your workers have asked you to talk management into allowing them another fifteen minutes of break time during the shift.

# *Non-Verbal Communication*

A discussion about communication often involves the topics of speaking and listening. Non-verbal communication (communicating in addition to or in place of spoken words, using posture and gestures) is also an important component of sending and receiving messages. Two aspects of non-verbal communication that deserve notice in a manufacturing environment are that of **posture/gestures** and **personal space.**

**Posture/gestures**

Consider the following scenario: A subordinate needs to ask assistance with a task. He/she approaches you with slumped shoulders, head down, and no eye contact. How do you think this employee views himself/herself? How do you think this employee views you? Will these non-verbal signals affect the response you give to the request? Will these signals affect your overall view of the employee? In the space below, list some helpful ways to respond to the employee.

ACTIVITY
Directions: Beside each topic, list a non-verbal way that these feelings may be expressed.

Doubt, mistrust _____

Confusion _____

"Back off" _____

Apathy _____

Impatience _____

Absent-mindedness _____

**Personal Space**

Personal space refers to the distance we require between ourselves and others in order for comfort to be maintained. This space varies from person to person and from culture to culture. A distance which seems appropriate to one person may seem inappropriate to another. In a manufacturing

**NON-VERBAL COMMUNICATION...PAGE TWO**

setting, it is important to respect the personal space of colleagues and subordinates. Because the factory floor is often noisy, communication often requires close proximity. When close proximity is required, supervisors are advised to pay respectful attention to subordinates' and colleagues' preferences regarding personal space.

ACTIVITY
Directions: Please respond to the following questions.

1. Consider your own personal space. Can you remember a time when it was violated? How did you respond? _____

   _____

   _____

2. In your experience as a supervisor, have you ever communicated with a colleague or subordinate who seemed to be sensitive about personal space? What behavior(s) led to this conclusion? How did you react?_____

   _____

   _____

# FOURTEEN MANAGEMENT PRINCIPLES

## Dr. W. Edwards Deming

*Requirements for a business whose management plans to remain competitive in providing goods and services that will have a market.*

1 Constantly improve products and services, and allocate resources to provide for long range needs rather than short-term profitability.

2 Refuse to allow commonly accepted levels of delays, mistakes, defective materials and defective workmanship.

3 Require statistical evidence of built-in quality in both manufacturing and purchasing functions instead of depending on mass inspection.

4 Use statistical evidence of quality to qualify suppliers; stop awarding business solely on the basis of price.

5 Continuously evaluate the system for problems in design, incoming materials, composition of material, maintenance, improvement of machine, training, supervision.

6 Train workers and management to use statistical techniques.

7 Ensure immediate action on reports of problems and focus supervision on helping workers do a better job.



8 Use various techniques, especially two-way communication, to eliminate fear and improve productivity.

9 Eliminate barriers to teamwork to solve problems across areas such as research, design, production, and sales.

10 Use numerical goals, posters and slogans that provide methods for new levels of productivity.

11 Use statistical methods for continuous improvement of quality and productivity, instead of work standards that prescribe numerical quotas.

12 Encourage the worker's right to pride of workmanship.

13 Provide a vigorous training program to keep up with changes in materials, methods, product design and machinery.

14 Clearly communicate management's permanent commitment and obligation to quality and productivity.

# *Do Right: The Coaching Philosophy of Lou Holtz*

**Directions:** Fill each blank with the appropriate word from the video.

1. One thing we all have is constant _____.
2. We have been given the power to love, _____, think, _____.
3. The greatest power we have been given is the power to _____.
4. People don't choose to succeed because:
5. The basic philosophy of any business is to:
6. There has been a change in the top 50 businesses in America because people's _____ have changed.
7. We can all grow and benefit from crisis -- _____ is another way to measure the _____ of an idividual.
8. Attitude does not start at the bottom and work its way up--it starts with _____ and_____.
9. Focus on the good things about yourself -- when you get up each morning, say "I am _____. I can do some great things with my_____.
10. The most important aspect of coaching is to help people _____ _____.
11. According to Lou Holtz, what are the three rules to raise the self image of people?

    A. _____

    B. _____

    C. _____
12. The motto of the Notre Dame football team is:
13. The basis of teamwork is:

# Defining a Team

Two or more people

Participating equally

In working to achieve

A common goal

# What Could Make a Team Fail?

Goal not understood or accepted by all.

- Goal not clearly specified
- Some team members have "hidden agendas"
- Lack of leadership or willingness to accept or share leadership responsibilities

Team members don't follow through on assigned or accepted tasks.

- Poor coordination among members
- Too many bosses
- Confusion about necessity of tasks
- Some members avoid accepting tasks to do

Poor communication among team members.

- Angry outbursts
- Poor listening
- Destructive criticism

Team lacks time and/or tools to accomplish goal.

- Poor scheduling
- Improper or insufficient tools
- Interruptions

# What Makes a Team Successful?

Team members agree on goal to achieve and steps, or tasks to do

- ☞ A leader is chosen or assigned to ensure that all steps lead to goal achievement

Individual team members accept tasks and complete them efficiently

- ☞ Respect and appreciate talents of all members
- ☞ Demonstrate cooperative attitudes and courtesy
- ☞ Establish trust among members

Team members practice good communication skills

- ☞ Share information openly
- ☞ Provide clear explanations
- ☞ Listen actively providing feedback to ensure understanding
- ☞ Criticize constructively by creating solutions to problems
- ☞ Request and appreciate input from others

Team members seek resources to achieve goal

- ☞ Seek and share information about tools, materials, etc.
- ☞ Proactive in dealing with interruptions
- ☞ Schedule sufficient time to complete tasks and meet to share information

Team members demonstrate positive personality traits

- ☞ Adventurous
- ☞ Responsible
- ☞ Flexible
- ☞ Helpful
- ☞ Courteous

# Traits of Good Teamwork

Climate of trust

Understanding of goal

Willingness to work together

Clarity of communication

Expectation of Success

# Key Skills That Make Teams Work

Team members are able to –

Find information and resources

Express thoughts, ideas, needs

Give feedback to others

Be trusted

Solve problems

Take action

Monitor personal and team performance

## *Roles in Group Discussion*

(Copyrighted Material. Insert Appropriate Handout)

## *Supervisory Statements*

(Copyrighted Material. Insert Appropriate Handout)

# Who is in Control?

Locus of control: Your belief about who or what controls the events in your life and about who or what affects the outcomes of your efforts.

Mark the following statements with an "I" or "E"

I = Internal person: "I make things happen!"

E = External person: "Things happen to me!"

_____ 1. I'll get a promotion if I work hard.

_____ 2. I was late because my alarm clock didn't work right.

_____ 3. I schedule time to maintain the machines.

_____ 4. I can finish this job when my supervisor gives me the material.

_____ 5. The noisy plant floor keeps us from hearing each other.

_____ 6. The supervisor won't listen to my ideas unless I have prepared a plan.

_____ 7. I'll learn more about my job when the company gives me time off to attend classes.

_____ 8. This old equipment won't do the job right.

_____ 9. I come in early so I can talk to the person on the shift before mine about any problems with the job.

_____ 10. I like to talk to different people during break and lunch so I'll find out what's going on.

Change each "E" statement so that it will move the locus of control to Internal. How would this change affect the outcome?

Answers: Statements 1, 3, 6, 9, 10 show an Internal locus of control; statements 2, 4, 5, 7, 8 show an External locus

# Characteristics of Control

| Internal:<br>I MAKE THINGS HAPPEN! | External:<br>THINGS HAPPEN TO ME! |
|---|---|
| I am usually satisfied with my results. | I don't usually like the way things turn out. |
| I don't need much direct supervision. I prefer to participate with my supervisors. | I want my supervisor to tell me what needs doing. |
| The more I put in, the more I get out. | There isn't much relationship between my effort and what I get from it. |
| I use persuasion and rewards to get others to go along with me. | I use my power to influence others. |
| I want to make my own decisions. | I prefer to let supervisors and managers make the decisions. |
| I like to find ways to change and improve things. | Too many people want to change things just to change things. |
| I pay attention to what others need from me. | Other people should take care of themselves. |

# *Learning Styles Checklist*

Directions: Place a check by any item that most correctly describes you.

___ 1. I learn a process best when I read about it.

___ 2. When I read, I jot down important information.

___ 3. When learning a new procedure, it helps for me to hear other employees discuss it.

___ 4. I learn best by actually doing a procedure.

___ 5. When I'm learning something new, I often say the information aloud to help me remember it.

___ 6. I can remember a process better by "seeing" it in my mind.

___ 7. I enjoy typing on a computer keyboard.

___ 8. I learn better when someone explains a job procedure to me.

___ 9. The manuals I use on my job make more sense to me when I read them aloud.

___ 10. I had rather read a work memo than have someone tell me its content.

___ 11. I learn more from watching videos than reading manuals.

___ 12. I like to hear co-workers discuss different aspects of the job.

___ 13. When I need to deliver a message, I'd rather phone than write.

___ 14. I prefer to move around when I'm learning something new.

___ 15. When I try to remember how to do an operation, I try to picture it in my mind.

___ 16. When learning new information, I like to learn in a group.

___ 17. When I learn a new part of my job, I want to watch an example of how to do it.

___ 18. Graphs, charts, and illustrations help me learn new job procedures.

___ 19. I had rather work on a machine than read a manual.

LEARNING STYLES CHECKLIST.....(CONTINUED)

___ 20. To correctly understand a report, I must read it myself rather than have someone else explain it to me.

___ 21. When I write, I seem to communicate better than when I speak.

___ 22. I write down information when listening to an explanation.

___ 23. I enjoy reading in my spare time.

___ 24. When I hear information, I usually don't forget it.

___ 25. When I'm learning a new job procedure, I like to discuss it with other employees.

___ 26. When someone explains a new job procedure, I often take notes.

___ 27. I can follow directions more easily if someone reads those directions to me.

___ 28. It is difficult for me to sit still when learning in a classroom.

___ 29. Procedural manuals are helpful when I am trying to learn a job.

___ 30. My work life is more orderly when I write down my schedule.

**LEARNING STYLES CHECKLIST....(CONTINUED)**

## CHECKING THE CHECKLIST

Directions: Circle each number for which you checked a blank on the checklist.

**Reading**
1, 10, 20, 23, 29

**Writing**
2, 12, 21, 22, 30

**Hearing**
24, 3, 8, 12, 27

**Manipulating**
4, 7, 14, 19, 28

**Visualizing**
6, 11, 15, 17, 18

**Speaking**
5, 9, 13, 16, 25

If you circled at least three numbers in any category, it is probable that you possess the learning style indicated by that category. The following suggestions may help you when you need to learn new information regarding your job.

If you learn best by **reading:**
-Read your manual before you hear an explanation of the job.
-When you watch someone perform the job, take notes about what they do, then read them later.
-Read your manual and study your notes repeatedly.
-Read instructions and safety rules rather than listen to someone else read them.
-When you encounter unfamiliar terms, look them up in the manual glossary or a dictionary.

If you learn best by **writing**:
-Take notes as you read your manual.
-Take good notes when someone else explains a process.
-List your job steps in order.

If you learn best by **hearing**:
-Listen to information about your job on audio or videotape.
-Read aloud when studying your manual.
-Listen to what supervisor and colleagues say about your job.
-Have a colleague read job information to you.
-Talk to yourself about your job.
-When you hear new information about your job, repeat it to yourself.

If you learn best by **manipulating**:
-Observe someone running a job before you attempt it.
-Visit your work area prior to learning a job (if possible).
-Try to remain active as you learn something new.
-Try to make the most of hands-on learning.

If you learn best by **visualizing**:
-Try to mentally picture your job steps.
-Try to visualize job terms.
-Pay attention to the appearance of machines in your work area.
-Watch someone run your job before you attemp it.
-Watch training videos

If you learn best by **speaking**:
-Repeat job steps aloud as you are learning them.
-Quiz yourself aloud about your job.
-Discuss your job with colleagues.
-Try to learn new information with a group.

You may have discovered that you have more than one preferred learning style. This is not unusual. By tuning in to your style(s), you may find that learning new information about your job is easier and more enjoyable. Also remember that no learning style is superior to another, and when you are assisting someone with learning his or her job, his or her learning style may be different than yours. Learning styles also play an important role in team-building...the way you and your teammates learn impacts your approach to solving problems. The most effective teams are those which maximize the strengths of each member, including the way members learn new information.

## *Leadership Style Analysis*

(Copyrighted Material. Insert Appropriate Handout)

# *Using Questions for Critical Thinking*

Directions: Consider a situation which occurs in the mill which requires critical thinking. Describe the situation in the space provided, then write a question from each category to address the situation.

Situation:

1. Fact

2. Interpretation

3. Analysis

4. Synthesis

5. Evaluation

6. Application

# Five Steps to Pareto

(Copyrighted Material. Insert Appropriate Handout)

Suggested Resources:

Cortada, James and Woods, John. Encyclopedia of Quality Terms & Concepts. New York: McGraw-Hill, 1995.

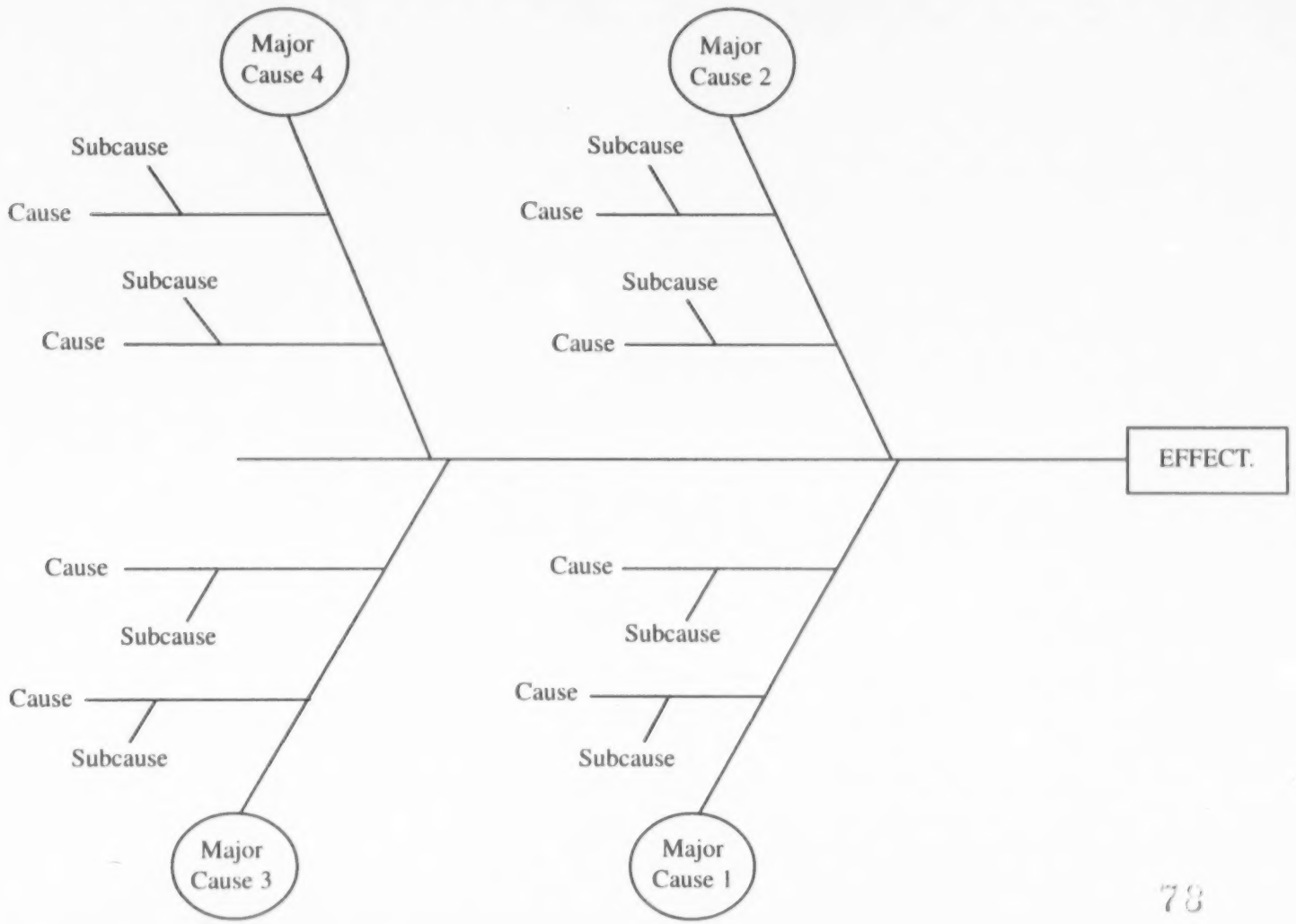
Imai, Masaaki. Kaizen. New York: Random House, 1986.

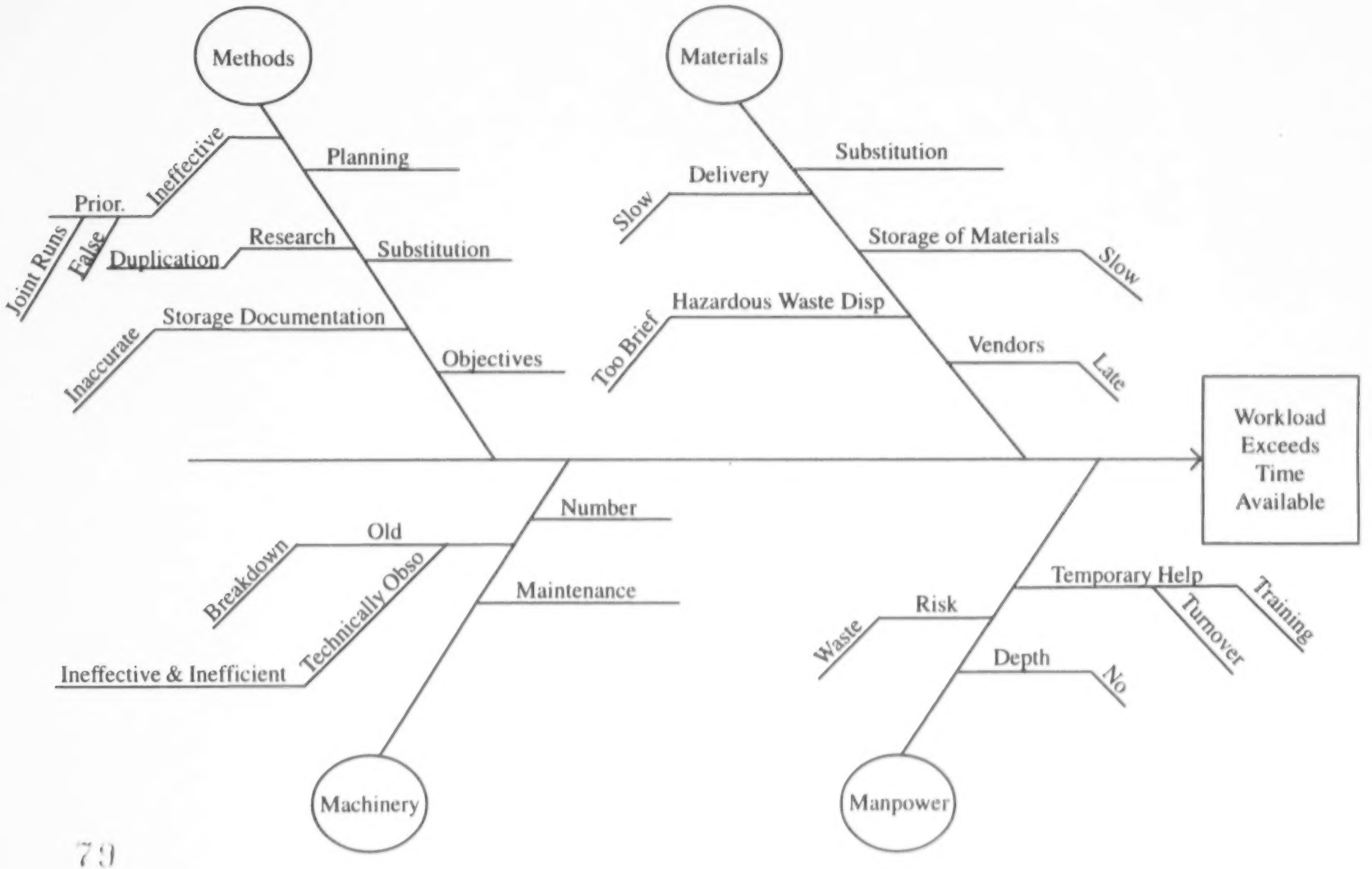
Manz, Charles C. and Sims, Jr., Henry P. Business Without Bosses. New York: John Wiley & Sons, 1993.

Osburn, Jack D. etal. Self-Directed Work Teams. Burr Ridge, IL: Irwin Professional Publishing, 1990.

Witney, John O. The Trust Factor. New York: McGraw-Hill, 1994.

## ISHIKAWA (fishbone) DIAGRAM




Methods
Planning
Ineffective
Prior.
Joint Runs
False
Research
Duplication
Substitution
Storage Documentation
Inaccurate
Objectives
Materials
Substitution
Delivery
Slow
Storage of Materials
Slow
Hazardous Waste Disp
Too Brief
Vendors
Late
Workload Exceeds Time Available
Number
Old
Breakdown
Technically Obso
Maintenance
Ineffective & Inefficient
Machinery
Temporary Help
Training
Turnover
Risk
Waste
Depth
No
Manpower

(Sample histogram)

(Copyrighted Material. Insert Appropriate Handout)

Suggested Resources:

Cortada, James and Woods, John. Encyclopedia of Quality Terms & Concepts. New York: McGraw-Hill, 1995.

Imai, Masaaki. Kaizen. New York: Random House, 1986.

Manz, Charles C. and Sims, Jr., Henry P. Business Without Bosses. New York: John Wiley & Sons, 1993.

Osburn, Jack D. etal. Self-Directed Work Teams. Burr Ridge, IL: Irwin Professional Publishing, 1990.

Witney, John O. The Trust Factor. New York: McGraw-Hill, 1994.

# PROBLEMS

Problems are universal, and the workplace is certainly not immune to problems. Sometimes, though, the way we look at problems often determines whether we will find a solution or allow the problem to get the best of us. Consider the following acrostic to gain a different view of problems.

**PUZZLES:** Problems test our creative skills and give us opportunities to expand our outlook.

**REALITIES:** Problems are with us everywhere, and that includes the workplace. Success depends not on avoiding problems, but on acknowledging them and solving them.

**OPENINGS:** Solving problems opens the way to new ideas we can use another time.

**BENEFITS:** What we learn when solving problems gives us new skills for solving other problems.

**LESSONS:** Consider past problems that have proven to have unexpected benefits. Your current problems will be beneficial to you in the future.

**ENGAGING:** Solving problems brings us into contact with other people and methods who will enrich our lives in many ways.

**MENTAL EXERCISES:** Problems exercise our coping skills and give us valuable feedback.

**SOLVABLE:** In fact, problems usually have many workable solutions. Believe in your ability to fix the problem and improve your situation.

## *Five-Operation Problem-Solving Process*

(Copyrighted Material. Insert Appropriate Handout)

2000 Workforce Partnership

# Problem Solving Steps

## IDENTIFY THE PROBLEM

- ✔ Talk to people involved and use charts or graphs to find information
- ✔ Write a short definition of the problem

## BRAINSTORM SOLUTIONS

- ✔ Can be done by yourself or with colleagues
- ✔ Every idea should be spoken or written
- ✔ Do not edit or evaluate the ideas at this time
- ✔ Remember that doing nothing and continuing current practices are possible solutions

## DECIDE ON SOLUTION

- ✔ Review each alternative one at a time
- ✔ Evaluate the costs and benefits of each
- ✔ Make a decision from the alternatives
- ✔ Write a plan including who and what will help you

## IMPLEMENT THE SOLUTION

## REASSESS PERIODICALLY

- ✔ Decide if the plan is working.
- ✔ Fine tune the plan as you go along.
- ✔ Make major corrections if needed.

## Preview/Review

Circle the letter of the correct response.

1. According to Byham and Cox, what term describes a "force which energizes people?"
   a. Zest! b. Zip! c. Zapp! d. Spark!

2. Which of the following strategies failed in Department N of the Normalator Company?
   a. Pep talks b. Higher pay c. Quality circles d. A, B, and C

3. According to Byham and Cox, what is the "soul" of the "force which energizes people?"
   a. Maintaining self-esteem b. Listening and responding with empathy
   c. Asking for help in solving problems
   d. Offering help without taking responsibility

4. Which of the following non-verbal issues is most significant in a manufacturing environment?
   a. Personal space b. Gestalt therapy c. Self protection
   d. Crossed signals

5. Which of the following creates the best team approach in improving quality and productivity?
   a. Diversification of goals for individuals and team
   b. Integration of personal and organizational goals
   c. Rigid roles for individuals on team
   d. De-emphasizing team-members' individual capabilities

6. Which of the following makes the least contribution toward progress in a group discussion?
   a. Talker b. Eager beaver c. Emotional one d. Recognition seeker

7. Which of the following is <u>not</u> an aspect of critical thinking?
   a. Confronting resistance b. Working toward goals c. Making decisions
   d. Analyzing issues

8. To think critically, an individual must:
   a. Examine the thinking of others
   b. Examine his/her own thinking
   c. Think creatively
   d. All of the above

9. Which of the following is <u>not</u> a good problem-solving technique?
   a. Denying the problem b. Analyzing the problem c. Developing solutions
   d. Selecting the solution

10. Which of the following is an accepted problem-solving tool?
    a. Pavlov's theory b. Ishikawa diagram c. Holograms d. All of these

# *Preview/Review*
# *Key*

Circle the letter of the correct response.

1. According to Byham and Cox, what term describes a "force which energizes people?"
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   **b. Integration of personal and organizational goals**
   c. Rigid roles for individuals on team
   d. De-emphasizing team-members' individual capabilities

6. Which of the following makes the least contribution toward progress in a group discussion?
   a. Chatterbox b. Railroader c. Reactor **d. Star**

7. Which of the following is <u>not</u> an aspect of critical thinking?
   **a. Confronting resistance** b. Working toward goals c. Making decisions
   d. Analyzing issues

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Revised 5/96

**College**: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** **Date**:_____

**Course#**:_____ **INDIVIDUAL EDUCATION PLAN** **Level**:_____

**Name**:_____**Male**:___**Female**:___**Age**:____**Birthdate**:_____

**Street**:_____**Social Security#**:_____

**City**:_____**State**:_____**Zip**:_____**Phone#**:(____)_____

**Classification:** In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

**Mark Only One:** Civilian____Active duty____Retired Military____Military dependent____

**Race:** White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

**Marital Status:** Single____Married____Separated____Divorced____Widowed____

**Number of Children Living with You:**_____

**Employer:**_____**How Long?**_____**Job Title:**_____

**How many hours per week do you work this job?**_____**Do you have more than one job?**_____

**Please rate your ability to perform each of the following activities.**(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

**Which of the following are required for your job?** (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

**What are your vocational goals?** Immediate_____Long Range_____

**Circle the highest grade you completed**: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

**Last school attended**:_____

**What are your educational goals?** (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

**How would you like to be contacted?** Through supervisor___Call at home___Letter___Other_____

**WORKFORCE 2000 PARTNERSHIP**
**Individual Education Plan**
**Learner's Page**

**Name of Course**: Workplace Basics for Supervisors
**Date of Course**: _____

**Name :** _____
**Employer:** _____

| GOAL(S) | INSTRUCTIONAL OBJECTIVES | LEARNING ACTIVITIES | PREVIEW/REVIEW SCORE | EVALUATION COMMENTS |
|---|---|---|---|---|
| • Improve skills for current job<br>• Improve skills for changing technology/ future jobs<br>• Improve problem solving/critical thinking<br>• Improve speaking/listening | Explain components of communication | Motivational Activity | | |
| | | Instructor Explanation | | |
| | | Brainstorming | | |
| | | Instructor Explanation<br>Listening Activity<br>Discussion | | |
| | | Worksheet Activity | | |
| | | Brainstorming Activity/Discussion | | |
| | Develop an action plan to improve communication | Plan Development | | |
| | Read and interpret specific information form written materials | Reading Assignment | | |
| | Utilize Verbal and non-verbal messages to effectively communicate in the workplace | Instructor Explanation | | |
| | | Self-rating | | |
| | | Reading/Discussion | | |
| | | Brainstorming/Reading/Discussion | | |

| GOAL(S) | INSTRUCTIONAL OBJECTIVES | LEARNING ACTIVITIES | PREVIEW/REVIEW SCORE | EVALUATION COMMENTS |
|---|---|---|---|---|
| | | Role Plays | | |
| | | Discussion | | |
| | | Discussion from Zapp! | | |
| | | Discussion/Review Plant Policy on Quality | | |
| | IV.100 Identify and paraphrase important points when listening to films, lectures, directions and reports | Video Presentation | | |
| | Identify traits of effective teams | Discussion | | |
| | Utilize skills which promote teamwork | Video Presentation/Discussion | | |
| | Identify attitudes which threaten and enhance teamwork and develop strategies to deal with those attitudes | Discussion | | |
| | | Evaluation of Current Status of Teamwork | | |
| | Identify situations which require critical thinking | Discussion | | |
| | | Worksheet Discussion | | |
| | | Exercise | | |
| | | Discussion/Exercise | | |
| | | Lecture | | |
| | | Exercise | | |